CALIFORNIA SCHOOLS

Volume VIII May, 1937 Number 5

Official Publication Issued Monthly by the California State Department of Education

Entered as second-class matter May 8, 1930, at the Post Office at Sacramento, California, under the Act of August 24, 1912

CONTENTS

COVER DESIGN

One gains the impression after seeing the stumps and slash along the highway near Eureka and the giant sawmill at Scotia, partly hidden in clouds of exhaust steam and smoke, that a headlong rush is being made to cut the redwoods. It is encouraging to know, however, that a nursery in connection with the plant produces millions of young trees to reforest the cut-over lands.

CALIFORNIA STATE PRINTING OFFICE
GEORGE H. MOORE, STATE PRINTER
SACRAMENTO, 1937

44675

Educational Planning

WALTER F. DEXTER, *Superintendent of Public Instruction*

Constructive thinking in any field of human endeavor must always be basically both quantitative and qualitative. Not only is there involved the actual process of purposeful intellectual activity; there must also be something about which to think. Expressed in another way, constructive thinking is a mental process undertaken for a definite purpose, involving consideration, interpretation, and application of factual data bearing upon a specific problem which requires solution.

Projection of a program of activity involving extensively human and social relationships calls for the highest type of constructive thinking. The development of a program or plan to govern the activities and development of a system of public education, whether for a nation as a whole, or for an individual state, or for a particular school community within a state, should be characterized by the best qualities of adequate constructive thinking. Educational planning, by any responsible official or group, then, ought to be projected and conducted on the basis of careful consideration, interpretation, and application of valid and reliable factual data, properly prepared and adequately analyzed.

During the present period of transition, school administrators, in common with all responsible executives, are seriously concerned with the problem of directing the educational programs of the immediate future. Educational planning at this time of general revaluation of social and economic concepts, a time also of general reaffirmation of the basic principles of our democracy, must project a program for the immediate future of public education consistent with general and specific trends manifest in the development of our general social and economic institutions. A careful evaluation of such trends to determine which may be of permanent rather than transitory significance, is essential. Such evaluation will be possible if we view current trends as indicative rather than as predictive, and if we do not make the mistake of confusing current conditions with the trends which have evoked them, perhaps only temporarily.

Successful educational planning of future programs of public education will be based necessarily upon careful study of past and

2—44675

present trends, and the projection of such trends into the immediate future, in such fields as sociology, economics, religion, morals, ethics, and politics in its broader sense. The work of such groups as the National Youth Administration, and of the various national, regional, and state planning boards and commissions, will be of inestimable value in giving concrete data illustrative of such trends. The use of such material in the development of adequate planning is, of course, definitely essential.

Analysis of educational statistics covering wide and varied items as evidences of trends in the progress of the public schools is equally essential. Statistical data published by the United States Office of Education and by the Research Department of the National Education Association are readily available and exceedingly useful. Local studies patterned upon and supplementary to the national studies should be carried on continuously in order to have materials of greater immediate value.

The State Department of Education is definitely interested in attempting to obtain and interpret current statistical data of value as indicating trends of significance in educational planning. It also desires to make such data available for use by local school administrators. In this number of *California Schools* the first of a series of statistical summaries indicative of significant trends in public education in this commonwealth is presented in printed form. The tabulations are accompanied by brief comments. Elaboration of such observations, together with interpretation of the facts in terms of local situations, is left to the individual reader. It is felt that these materials, prepared by Walter E. Morgan, of this Department, will be definitely useful to local school administrators. Similar statements will be made available from time to time.

Current Trends[1]

WALTER E. MORGAN, *Assistant Superintendent of Public Instruction, and Chief, Division of Research and Statistics*

For the purpose of providing a basis for examining some significant current trends a few basic tabulations of data with respect to the state school system have been prepared for the six-year period embracing the school years 1930-1931 to 1935-1936, inclusive. Brief discussion of the tabulated data indicates the general trends observable therein and points to some of the interpretations which may be drawn from the data.

In the tabulations which follow, the data for the school year 1935–36 are derived from wholly unaudited reports. These data will require some modification, but it is probable that errors in the data as state totals, as revealed by audit, will not exceed 1 per cent.

Average Daily Attendance

In Table No. 1 is given the average daily attendance earned in the public schools of the state during each of the past six school years, segregated by school level. The data contained in this table indicate several definite trends.

Kindergarten attendance, already decreasing slightly, probably due to declining birth rates, suffered a sharp drop immediately following legislation enacted in 1933 raising the entrance age for kindergarten pupils. Further decreases in 1934-35 were probably due to continued decline in the birth rate. A slight increase in kindergarten average daily attendance in 1935-36 probably indicates the beginning of another period of increase due to rise in the birth rate. The total decrease in kindergarten average daily attendance from 1930-31 to 1934–35 was 19.5 per cent, or an average of nearly five per cent per year.

Average daily attendance on the elementary school level, and the combined total average daily attendance on all levels, from the kindergarten through the junior college, attained its peak during the school year 1933-34. The increase in average daily attendance on the elementary school level from 1930-31 to 1933-34 was very slight, however, averaging less than one per cent per year. Since 1933-34, elementary school average daily attendance has decreased each year, and apparently will continue to decrease for at least another year.

[1] The materials contained in this article will be included in substantially the same form in the *Biennial Report of the State Department of Education* for the period 1934-1936, to be published shortly.

Table No. 1

Average Daily Attendance, by Grade Levels and by School Years, 1930–31 to 1935–36, inclusive

School year	Kindergartens	Elementary grades [1]	High school grades [2]	Junior college grades [3]	Total
1930-31	43,266	678,051	241,425	15,115	977,857
1931-32	42,726	[4]688,306	258,371	18,778	[5]1,008,181
1932-33	40,212	692,251	[6]271,639	22,589	[7]1,026,691
1933-34	36,411	[8]697,730	[6]278,938	21,048	[7]1,034,127
1934-35	34,817	677,623	[6]277,633	22,006	[7]1,012,079
1935-36	34,931	[10]672,491	[11]289,955	23,548	[12]1,020,925

[1] A.D.A. in elementary grades includes total credited to elementary school districts for apportionment of state funds, including total A.D.A. in day and evening elementary schools, and A.D.A. in elementary grades (grades 7 and 8 and special elementary classes) in junior high schools.

[2] A.D.A. in high school grades includes A.D.A. in grades 9 to 12, inclusive, and in special day and evening classes of secondary grade in junior high schools and high schools, A.D.A. in evening high schools, and A.D.A. in high school courses maintained by elementary school districts.

[3] A.D.A. in junior college grades includes A.D.A. in junior colleges maintained by high school districts and in district junior colleges.

[4] Includes 9 units of A.D.A. in elementary grades of junior high schools reported after state apportionments had been made.

[5] Apportionments made on the basis of 1 additional unit of A.D.A. incorrectly reported and not corrected until after apportionments were made.

[6] Includes 12 units of A.D.A. in elementary schools not allowed for apportionment purposes.

[7] Includes 1 unit of A.D.A. in high schools added after apportionments had been made.

[8] See footnotes 6 and 7.

[9] Includes 6 units of A.D.A. in high schools not allowed for apportionment purposes.

[10] Includes 14 units of A.D.A. in elementary schools not allowed for apportionment purposes.

[11] Includes 1 unit of A.D.A. in high schools not allowed for apportionment purposes.

[12] See footnotes 10 and 11.

High school attendance, exclusive of attendance in junior college grades in high school districts, increased at an average rate of over five per cent per year from 1930-31 to 1933-34. During the next year there was a decrease of one-half of one per cent, with an increase of over four per cent during 1935-36. Thus, despite a slight decrease during 1934-35, high school attendance increased over 20 per cent during the past six years, and apparently is continuing to increase.

Average daily attendance in junior college grades increased at a rate of nearly 25 per cent per year from 1930-31 to 1932-33, then decreased nearly 7 per cent during 1933-34, increasing again during the

Table No. 2

Per Cent which Average Daily Attendance Each Year was of Average Daily Attendance During 1930–31, by Grade Levels and by School Years, 1930–31 to 1935–36, inclusive

School year	Kindergartens	Elementary grades	High school grades	Junior college grades	Total
1930-31	100.0%	100.0%	100.0%	100.0%	100.0%
1931-32	98.8	101.5	107.0	124.2	103.1
1932-33	92.9	102.1	112.5	149.4	105.0
1933-34	84.2	102 9	115.5	139.3	105.8
1934-35	80.5	99.9	115.0	145.6	103.5
1935-36	80.7	99.2	120.1	155.8	104.4

next two years at an average rate of nearly 6 per cent per year. Thus, both high school and junior college attendance reached their highest point during 1935-36, with every indication of continuing increases.

In Table No. 2 is given for convenient reference the percentage which the average daily attendance each year of the six-year period was of the average daily attendance on the same grade level during 1930-31.

State Enrollment

The trends indicated by analysis of the average daily attendance of pupils on the several grade levels during the past six years is also indicated by analysis of the state enrollment of individual pupils by grades during this period. Table No. 3 gives the number of individuals enrolled in each grade in day schools, from the kindergarten through the junior college, exclusive of all special pupils and special classes during each of the past six school years.

Table No. 3

State Enrollment in Graded Day Classes, by Grades and by School Years, 1930–31 to 1935–36, inclusive

Grade	1930-31	1931-32	1932-33	1933-34	1934-35	1935-36
Kindergarten	81,526	78,573	74,447	64,910	63,925	64,619
1	135,000	131,543	121,179	117,270	113,207	112,332
2	101,175	99,797	98,496	92,625	91,025	89,180
3	98,031	97,582	95,777	96,111	91,840	90,615
4	97,765	95,525	94,365	94,995	95,073	92,288
5	90,518	95,303	92,773	92,757	93,962	95,971
6	82,497	87,307	91,081	90,205	90,511	92,435
7	83,327	82,098	86,113	90,866	90,277	91,883
8	78,148	81,281	80,121	84,789	89,551	90,271
Total, 1-8	766,461	770,436	759,905	759,618	755,446	754,975
9	79,483	80,176	82,894	80,809	85,784	90,821
10	70,559	73,150	76,329	78,448	76,675	82,503
11	54,039	58,456	62,299	64,070	66,962	67,738
12	42,554	46,533	51,159	52,980	54,790	57,390
Total, 9-12	246,635	258,315	272,681	276,307	284,211	298,452
13	11,791	14,847	17,121	16,858	17,357	19,304
14	5,275	7,159	8,896	9,041	9,478	9,600
Total, 13 and 14	17,066	22,006	26,017	25,899	26,835	28,904
Total, 1-12	1,013,096	1,028,751	1,032,586	1,035,925	1,039,657	1,053,427
Total, Kindergarten-14	1,111,688	1,129,330	1,133,050	1,126,734	1,130,417	1,146,950

It will be noted that state enrollment reached its peak in the kindergarten and in each of grades one to four, inclusive, during 1930-31, and that in each of these grades there was practically a continuous decrease throughout the following five years. In the kindergarten the decrease from 1930-31 to 1934-35 was nearly 22 per cent, or over five per cent per year, with an increase of 1.1 per cent in 1935-36 evidencing a possible continuing increase during the next few years.

In grades one to four, except for slight increases during 1933-34 in grades three and four, and during 1934-35 in grade four, continuous decreases were experienced, with indication of continuing decreases,

progressing upward through the grades as the pupils advance from grade to grade, during the next several years. Enrollments in grades five, six, seven, and eight reached their highest total in 1935–36. It would appear that there will continue to be increases in state enrollments in grades five to eight until the diminished numbers in the lower grades affect the upper grade levels. It is probable that by 1938–39 the decrease will affect all of grades five to eight. By that time, however, there probably will be increases of considerable extent in the first three grades, which may offset the decreases.

State enrollment in the first eight grades reached its peak in 1931-32, with continuous decreases each year following. On the basis of these data, it appears probable that the decrease will continue until 1938-39 or 1939-40, probably the latter year.

With the exception of a temporary and slight decrease in the ninth grade in 1933-34, and in the tenth grade in 1934-35, state enrollment in high school grades nine to twelve, inclusive, has increased annually in each grade during the past six years. It is not probable that this increase will be affected by reduced enrollment in the elementary grades until 1939-40 or 1940-41. At that time it is quite possible that normal increases in the percentage of young men and women attending high schools will offset, at least to a large extent, the diminution in the numbers actually progressing through the elementary grades to the high schools. Thus, particularly if any impetus is given meanwhile to movement of population into the State from elsewhere, it is entirely possible that the enrollment in high school grades may continue to increase without interruption for another decade.

Table No. 4

Per Cent which State Enrollment Each Year was of State Enrollment During Peak Year, by Grades and by School Years, 1930–31 to 1935–36, inclusive

Grade	1930-31	1931-32	1932-33	1933-34	1934-35	1935-36
Kindergarten	100.0%	96.4%	91.3%	79.6%	78.0%	79.3%
1	100.0	97.4	89.8	86.9	83.9	83.2
2	100.0	98.6	97.4	91.5	90.0	88.1
3	100.0	99.5	97.7	98.0	93.7	92.4
4	100.0	97.7	96.5	97.2	97.2	94.4
5	94.3	99.3	96.7	96.7	97.9	100.0
6	89.2	94.5	98.5	97.6	97.9	100.0
7	90.7	89.4	93.7	98.9	98.3	100.0
8	86.6	90.0	88.8	93.9	99.2	100.0
Total, 1-8	99.5	100.0	98.6	98.6	98.1	98.0
9	87.5	88.3	91.3	89.0	94.5	100.0
10	85.5	88.7	92.5	95.1	92.9	100.0
11	79.8	86.3	92.0	94.6	98.9	100.0
12	74.1	81.1	89.1	92.3	95.5	100.0
Total, 9-12	82.6	86.6	91.4	92.6	95.2	100.0
13	61.1	76.9	88.7	87.3	89.9	100.0
14	54.9	74.6	92.7	94.2	98.7	100.0
Total, 13 and 14	59.0	76.1	90.0	89.6	92.8	100.0
Total, 1-12	96.2	97.7	98.0	98.3	98.7	100.0
Total, kindergarten—14	96.9	98.5	98.8	98.2	98.6	100.0

The total enrollment in junior college grades 13 and 14 in high school districts and in junior college districts increased each year, excepting for a decrease of one-half of one per cent during 1933–34. The total increase in these grades during the six-year period was at an average annual rate of nearly 14 per cent. The increase in these grades undoubtedly will continue, and will be stimulated by the establishment of new junior colleges.

In Table No. 4 is given a percentage analysis of the data contained in Table No. 3. For each grade, and combination of grades, there is given the percentage which the state enrollment was each year of the total state enrollment during the year of highest enrollment in that particular grade or group of grades.

Certificated Employees of School Districts

As indicated in Table No. 5, the total number of certificated employees of school districts in the state was greatest during the school year 1930-31. The number decreased but slightly in 1931-32, followed

Table No. 5

Number of Certificated Employees[1] of School Districts, by Types of Districts and by School Years, 1930–31 to 1935–36, inclusive

School year	Elementary school districts		High school districts[3]	Junior college districts	Total
	Kindergartens	Elementary schools[2]			
1930-31	1,951	24,085	20,687	606	47,329
1931-32	1,903	23,639	20,702	797	47,131
1932-33	1,777	22,572	19,241	860	44,450
1933-34	1,185	22,671	19,653	872	44,381
1934-35	1,139	22,734	20,280	905	45,058
1935-36	1,138	22,894	21,221	929	46,182

[1] Certificated employees defined as professional educational positions, requiring certification qualifications occupied at close of school; duplications of individual employees not eliminated. Positions include those of principals, supervisors, and full-time and part-time teachers employed by school districts. Emergency teachers employed by county superintendents of schools are not included.

[2] Including teachers in high school courses maintained by elementary school districts.

[3] Including all employees serving junior high schools, high schools, and junior colleges maintained by high school districts.

by a decrease of over five and one-half per cent in 1932-33. During the succeeding three years the total number again increased to a total which was only 2.2 per cent less than the total of 1930-31.

Kindergarten employees decreased in number 41.7 per cent from 1930-31 to 1935-36, the average annual rate of decrease being 8.3 per cent. The greatest actual decrease was caused by 1933 legislation raising the entrance age of kindergarten children. A part of the decrease in the number of kindergarten positions undoubtedly was caused by

a change in state report forms, which required a separate reporting of double-session kindergarten teachers in 1933-34. Prior to that school year, such teachers probably were reported as two positions, thus causing a duplication in the number of positions reported. The total number of elementary school employees decreased in 1931-32 and in 1932-33, but increased slightly during each subsequent school year.

The number of high school district employees first decreased in 1932-33, again increasing each year thereafter until the number employed in 1935–36 was 2.6 per cent greater than in 1930–31. The number of junior college district employees has increased annually, the number employed in 1935–36 being over 53 per cent greater than in 1930-31.

Table No. 6 gives the per cent which the number of certificated district employees during each year of the past six years was of the maximum number of such employees of each group during the six-year period.

Table No. 6

Per Cent which Number of Certificated Employees of School Districts Each Year was of Number of such Employees During Peak Year, by Types of Districts and by School Years, 1930–31 to 1935–36, inclusive

School year	Elementary school districts		High school districts	Junior college districts	Total
	Kindergartens	Elementary schools			
1930-31	100.0%	100.0%	97.5%	65.2%	100.0%
1931-32	97.5	98.1	98.0	85.8	99.6
1932-33	91.1	93.7	90.7	92.6	93.9
1933-34	60.7	94.1	92.6	93.9	93.8
1934-35	58.4	94.4	95.6	97.4	95.2
1935-36	58.3	95.1	100.0	100.0	97.6

District Expenditures for Salaries of Certificated Employees

In Table No. 7 are given the actual expenditures of the several classifications of school districts for "teachers salaries." These expenditures represent salaries paid teachers, principals, and supervisors. Expenditures from county funds for emergency teachers, and expenditures from county elementary school supervision fund for rural supervisors, are not included. It will be noted that the total amount expended for this purpose by elementary school districts was greatest in 1930–31, while in high school and junior college districts it was greatest in 1931–32. Continued reductions were made in elementary and high school districts through 1933–34, and in junior college districts through 1934–35. The total reduction reached 14.2 per cent in elemen-

Table No. 7

Total Expenditures of School Districts for Teachers Salaries,[1] by Types of Districts and by School Years, 1930–31 to 1935–36, inclusive

School year	Elementary school districts[2]	High school districts[3]	Junior college districts	Total
1930-31	$46,845,304 92	$41,087,910 70	$1,607,337 06	$89,540,552 68
1931-32	46,544,796 19	41,682,788 28	2,141,532 90	90,369,117 37
1932-33	41,469,738 75	37,512,814 36	2,057,257 45	81,039,810 56
1933-34	40,211,546 99	36,191,323 98	2,050,430 76	78,453,301 73
1934-35	40,337,247 90	36,877,711 05	2,038,612 88	79,253,571 83
1935-36	41,103,335 49	38,815,399 33	2,131,217 44	82,049,952 26

[1] Teachers salaries include salaries of all certificated educational personnel except salaries of administrative staff charged to administration.
[2] Kindergartens, elementary schools, and high school courses maintained by elementary school districts.
[3] Junior high schools, high schools and junior colleges maintained by high school districts.

tary school districts; 11.9 per cent in high school districts; 4.8 per cent in junior college districts; and 13.2 per cent in the aggregate for all districts.

The present tendency is obviously toward further restoration of the reduced expenditures for the salaries of certificated employees. This trend may be offset in part by continued reductions in the number of such employees of elementary school districts, as indicated in Tables No. 5 and No. 6.

The data contained in Table No. 8 represent the percentages which the expenditures of the several types of school districts for "teachers salaries" were each year of the maximum expenditures for that purpose during the six year period.

Table No. 8

Per Cent which School District Expenditures for Teachers Salaries each Year were of such Expenditures During Peak Year, by Types of Districts and by School Years, 1930–31 to 1935–36, inclusive

School year	Elementary school districts	High school districts	Junior college districts	Total
1930-31	100.0%	98.6%	75.1%	99.1%
1931-32	99.4	100.0	100.0	100.0
1932-33	88.5	90.0	96.1	89.7
1933-34	85.8	86.8	95.7	86.8
1934-35	86.1	88.5	95.2	87.7
1935-36	87.7	93.1	99.5	90.8

The fact that actual salary reductions were made in all districts during 1931-32, even though total teachers salary expenditures were not in some cases reduced until the following year, is indicated by the relationship between the amount expended for "teachers salaries" and the total number of certificated employees of school districts. In Table

No. 9 are given the average school district expenditures for "teachers salaries" per certificated employee of the several types of districts for each of the six years. Table No. 10 shows the percentage which such expenditures per certificated employee each year was of the maximum expenditure per certificated employee during the six-year period in each type of district.

Table No. 9

School District Expenditures for Teachers Salaries per Certificated Employee, by Types of Districts and by School Years, 1930–31 to 1935–36, inclusive

School year	Elementary school districts	High school districts	Junior college districts	Total
1930-31	$1,799 25	$1,986 17	$2,652 37	$1,891 88
1931-32	1,822 28	2,004 75	2,686 99	1,917 40
1932-33	1,703 14	1,949 63	2,392 16	1,823 17
1933-34	1,685 59	1,841 52	2,351 41	1,767 72
1934-35	1,689 66	1,818 43	2,252 61	1,758 92
1935-36	1,710 36	1,829 10	2,294 10	1,776 67

Table No. 10

Per Cent Which School District Expenditures for Teachers Salaries per Certificated Employee each year were of such Expenditures during Peak Year, by Types of Districts, and by School Years, 1930–31 to 1935–36, inclusive

School year	Elementary school districts	High school districts	Junior college districts	Total
1930-31	98.7%	99.1%	98.7%	98.7%
1931-32	100.0	100.0	100.0	100.0
1932-33	93.5	97.3	89.0	95.1
1933-34	92.5	91.9	87.5	92.2
1934-35	92.7	90.7	83.8	91.7
1935-36	93.9	91.2	85.4	92.7

From Tables No. 9 and No. 10 it will be noted that the maximum expenditures for "teachers salaries" per certificated employee was reached in all types of districts in 1931–32. It will also be noted that, except for a slight increase in elementary school districts in 1934-35, the amount of such expenditure per certificated employee continued to decrease in all types of districts until 1935–36, indicating that state wide attempts to restore reduced salaries were not made until 1935-36.

Sources of School District Receipts

Enactment in 1933 of the Riley-Stewart tax plan, involving the discontinuance of the county school taxes previously required by the State

Constitution and the assumption by the state of responsibility for providing the amounts formerly provided by the counties, in addition to the mandatory state school support, resulted in marked shifts in the sources of school district receipts. In Table No. 11 data are given for the several types of school districts, showing the percentage distribution of the net receipts and balances of such districts by sources of

Table No. 11

Percentage Distribution of Total Net Receipts[1] and Balances of School Districts, by Types of Districts, by Sources, and by School Years, 1930–31 to 1935–36, inclusive

Types of districts and source	1930-31	1931-32	1932-33	1933-34	1934-35	1935-36
Elementary school districts—						
1. Prior year balances	18.8%	17.3%	19.5%	15.4%	18.8%	16.8%
2. Net receipts—						
a. District	35.7	35.5	27.1	28.1	29.5	35.9
b. County	24.9	24.7	26.5	4.2	1.5	.8
c. State	20.5	22.4	26.7	52.1	48.8	42.1
d. State and county[2]				.1	.1	.1
e. United States	.1	.1	.2	.1	1.3	4.3
f. Total net receipts	81.2	82.7	80.5	84.6	81.2	83.2
3. Total net receipts and balances	100.0	100.0	100.0	100.0	100.0	100.0
High school districts—						
1. Prior year balances	20.0%	17.8%	19.1%	16.3%	20.3%	16.7%
2. Net receipts—						
a. District	52.8	50.0	41.6	39.3	40.3	46.2
b. County	18.4	21.7	25.7	3.9	1.6	1.1
c. State	8.6	10.2	13.2	40.0	37.3	30.4
d. State and county[2]				.1	.1	.1
e. United States	.2	.3	.4	.4	.4	5.5
f. Total net receipts	80.0	82.2	80.9	83.7	79.7	83.3
3. Total net receipts and balances	100.0	100.0	100.0	100.0	100.0	100.0
Junior college districts—						
1. Prior year balances	13.1%	9.0%	13.0%	17.%	34.6%	18.4%
2. Net receipts—						
a. District	43.6	55.1	37.7	35.4	17.3	34.1
b. County	23.9	15.0	19.9	17.7	15.3	13.3
c. State	19.4	20.9	29.4	29.5	32.8	27.8
d. United States					0.0	6.4
e. Total net receipts	86.9	91.0	87.0	82.6	65.4	81.6
3. Total net receipts and balances	100.0	100.0	100.0	100.0	100.0	100.0
Total, all districts—						
1. Prior year balances	19.3%	17.3%	19.1%	15.9%	19.9%	16.8%
2. Net receipts—						
a. District	43.5	42.4	33.7	33.1	33.9	40.6
b. County	22.0	23.1	25.9	4.6	2.0	1.3
c. State	15.0	17.0	21.0	46.0	43.3	36.3
d. State and county[2]				.1	.1	.1
e. United States	.2	.2	.3	.3	.8	4.9
f. Total net receipts	80.7	82.7	80.9	84.1	80.1	83.2
3. Total net receipts and balances	100.0	100.0	100.0	100.0	100.0	100.0

[1] Net receipts exclude only inter-district transfers.
[2] Unsegregated unapportioned county school fund apportionments derived from combination of county and state sources.

receipts and by school years, for the past six years. Receipts and balances in county elementary school supervision funds are not included in the data from which these percentages are computed.

A number of significant generalizations can be derived from the data of Table No. 11. The first of these is that prior-year balances in district funds have constituted an important and not greatly variable source of district income in all types of districts for the state as a whole. Another obvious fact is that, while the total percentage contributed from combined state and county sources has not varied greatly during the six-year period, the percentage of total net receipts derived from district sources has shown marked variations in all types of districts during this period. The latter variations probably are explained by the fact that constitutional and statutory provisions held the amounts of state and county aid fairly constant throughout this period, and that curtailments in district expenditures during the depression were brought about by reductions in district taxes. Consequently, with total receipts diminishing, receipts from combined state and county sources remaining fairly constant, and district tax receipts sharply decreasing, the percentage of total receipts derived from state and county sources increased slightly, and the percentage derived from district sources decreased considerably.

The effects of the Riley-Stewart plan on the readjustment of sources of district funds is seen in the data for elementary and high school districts for the school years 1932-33 and 1933-34. Only a small residue of county support was left in 1933-34, while the state contribution increased over 100 per cent in the case of elementary school districts and over 200 per cent in the case of high school districts.

Expenditures of School Districts

In all data published by the State Department of Education relative to the expenditures of elementary school districts, from 1920-21 to the present date, there have been included with the actual expenditures of elementary school districts the expenditures made by county superintendents of schools from county elementary school emergency and supervision funds or from county elementary school supervision funds. These county funds, during the period 1920-21 to 1930-31, inclusive, were called emergency and supervision funds and were employed for the supervision of instruction in elementary school districts having less than 300 average daily attendance, and for employment of emergency teachers.[1] Beginning in 1931-32, these funds were changed to county elementary school supervision funds, and their use was restricted to the provision of supervision of instruction in elementary school districts

[1] School Code of California, 1929, sections 4.200, 4.210-4.213, inclusive.

having less than 300 average daily attendance.[1] At the same time separate unapportioned county elementary school funds were created, and the emergency expenditures previously charged to the emergency and supervision funds were made a charge against the new unapportioned county elementary school funds.[2]

Thus, during the period 1920-21 to 1930-31, inclusive, all elementary school district expenditure data reported by the State Department of Education for the several counties and for the state included the amounts expended from county emergency and supervision funds. During the period 1931-32 to the present, all elementary school district expenditures reported by the department have included expenditures made by county superintendents of schools from the county elementary school supervision funds. This practice probably was followed in the thought that such county expenditures were comparable with district expenditures for supervision and for teachers salaries, and that they were made for the benefit of the districts and therefore should be considered as a charge against the districts of each county in the aggregate.

However, similar expenditures have been made from other county school funds for the benefit of school districts which have not been included in the school district expenditure data published by the Department of Education. The omission of these latter expenditures and the inclusion of those made from emergency and supervision funds and from county elementary school supervision funds, has resulted in total expenditure figures which are neither exclusively district expenditures nor inclusive expenditures of district and county funds expended for school districts.

In order to secure as nearly correct figures as possible indicative of current trends, the attempt has been made to tabulate all district expenditures independently of county school fund expenditures for the past six years, and to provide segregated tabulations of expenditures made from the several county school funds for the benefit of school districts.

In Table No. 12 are presented the total capital outlay expenditures of the school districts of the several types during each of the past six school years. The data in this table show continuous and excessive reductions in such expenditures in elementary and high school districts from 1931-32 to 1933-34, inclusive. Such reductions totalled nearly 70 per cent in elementary school districts and over 76 per cent in high school districts. Capital outlay expenditures of junior college districts reached their peak during this period in 1931–32, dropping nearly 49 per cent the following year, then increasing during the succeeding three years.

[1] School Code of California, 1931, sections 4.180-4.181.
[2] *Ibid.*, sections 4.190-4.191.

Major increases in capital outlay expenditures were stimulated in 1934-35 in all types of districts by the provision of federal funds as part of the national work-relief and industrial recovery programs, and by the necessity for replacing buildings destroyed in the Southern California earthquake of March 10, 1933. As a result, capital outlay expenditures of elementary school districts were increased in 1935-36 to over 44 per cent more than those of 1930–31, while high school districts expended within five per cent as much for this purpose in 1935-36 as in 1930-31. Continued increases in capital outlay expenditures may be expected for several years, because of the long period of inactivity in this field.

Table No. 12

Capital Outlay Expenditures of School Districts, by Types of Districts and by School Years, 1930–31 to 1935–36, inclusive

School year	Elementary school districts	High school districts	Junior college districts	Total
1930-31	$9,484,954 15	$14,310,290 47	$381,093 51	$24,176,338 13
1931-32	6,651,362 58	8,352,781 16	1,111,011 44	16,115,155 18
1932-33	3,238,013 48	4,130,648 49	571,003 36	7,939,665 33
1933-34	2,864,882 73	3,403,038 12	600,284 37	6,868,205 22
1934-35	8,582,607 08	6,789,496 48	828,949 54	16,201,053 10
1935-36	13,674,382 04	13,637,093 16	921,139 06	28,232,614 26

In Table No. 13 are given data showing the percentage which the capital outlay expenditures of school districts of each type were each year of those of 1930-31.

Table No. 13

Per Cent which Capital Outlay Expenditures of School Districts Each Year Were of Capital Outlay Expenditures, during 1930–31, by Types of Districts and by School Years, 1930–31 to 1935–36, inclusive

School year	Elementary school districts	High school districts	Junior college districts	Total
1930-31	100.0%	100.0%	100.0%	100.0%
1931-32	70.1	58.4	291.5	66.7
1932-33	34.1	28.9	149.8	32.8
1933-34	30.2	23.8	157.5	28.4
1934-35	90.5	47.4	217.5	67.0
1935-36	144.2	95.3	241.7	116.8

In addition to the expenditures of school districts for capital outlay purposes, a small amount was expended by county superintendents of schools during 1934-35 and 1935-36 from county forest reserve school

Table No. 14

Expenditures from County School Funds for Capital Outlay Purposes for the Benefit of Elementary School Districts, by Funds and by School Years, 1930–31 to 1935–36, inclusive

School year	County forest reserve school fund	County elementary school supervision fund	Total
1930-31			
1931-32		$58 25	$58 25
1932-33	$887 32		887 32
1933-34	397 32	74 93	472 25
1934-35	1,333 10	788 00	2,121 10
1935-36	2,667 43	754 16	3,421 59

funds for individual districts, and from county elementary school supervision funds, for capital outlay purposes. The amounts reported as expended for this purpose are as follows:

Current expenditures of school districts are given in Table No. 15 for each type of district for the school years 1930–31 to 1935–36, inclusive. No expenditures made from county school funds are included in this table, which represents district expenditures exclusively.

In Table No. 16 the data of Table No. 15 are converted into percentages which the current expenditures of school districts each year were of those made in 1930-31.

Table No. 15

Total Current Expenditures[1] of School Districts, by Types of Districts and by School Years, 1930–31 to 1935–36, inclusive

School year	Elementary school districts[2]	High school districts[3]	Junior college districts	Total
1930-31	$65,936,942 00	$60,272,830 49	$2,439,131 54	$128,648,904 03
1931-32	63,414,712 60	60,041,587 20	3,298,434 42	126,754,734 22
1932-33	55,975,801 81	52,843,509 13	3,227,345 05	112,046,655 99
1933-34	54,658,807 72	52,098,140 69	3,203,547 34	109,960,495 75
1934-35	55,747,443 74	54,307,804 77	3,132,947 31	113,188,195 82
1935-36	57,133,664 06	57,685,682 92	3,325,427 90	118,144,774 88

[1] Current expenditures include total district disbursements exclusive of capital outlays and inter-district transfers for tuition. Payments for bond interest and redemption not included.
[2] Current expenditures for kindergartens, elementary schools, and high school courses maintained by elementary school districts.
[3] Current expenditures of high school districts for junior high schools, high schools, and junior colleges.

From the foregoing tables it will be seen that the trend of total current expenditures of school districts followed rather closely that of school district expenditures for "teachers salaries" (see Tables No. 7 and No. 8). The peak of current expenditures of elementary and high

Table No. 16

Per Cent which Total Current Expenditures of School Districts Each Year Were of Those of 1930–31, by Types of School Districts and by School Years, 1930–31 to 1935–36, inclusive

School year	Elementary school districts	High school districts	Junior college districts	Total
1930-31	100.0%	100.0%	100.0%	100.0%
1931-32	96.2	99.6	135.2	98.5
1932-33	84.9	87.7	132.3	87.1
1933-34	82.9	86.4	131.3	85.5
1934-35	84.5	90.1	128.4	88.0
1935-36	86.6	95.7	136.3	91.8

school districts was reached in 1930-31. Continuous decreases were then effected in these districts through 1933-34, with subsequent increases in 1934-35 and 1935-36. The total decrease in elementary school districts from 1930-31 to 1933-34 was 17.1 per cent; in high school districts 13.6 per cent.

Current expenditures of junior college districts increased during 1931-32, then decreased until 1935-36, when they again increased. The first increase was due to the establishment of the new Los Angeles junior college district in 1931-32. The increase in 1935-36 was probably due largely to partial restoration of teachers salaries which had been reduced during preceding years, and to delayed increases in personnel to take care of the large increases in enrollment subsequent to 1930-31.

County Expenditures for School Districts

In addition to the expenditures of school districts indicated in Tables No. 12 and No. 15, considerable amounts in the aggregate were expended by county superintendents of schools from county school funds for the benefit of school districts. The purposes of these expenditures were of such nature that the amounts expended by the county superintendents of schools may be considered as legitimate charges against the several school districts for the benefit of which they were expended. The total amounts expended from each county school fund for current purposes for elementary school districts are given for each of the past six school years in Table No. 17. This table does not include capital outlay expenditures from county forest reserve school funds or from county elementary school supervision funds for elementary school districts previously reported.

The decrease in expenditures for rural supervision in 1932-33 resulted from the general attacks on expenditures for supervision purposes which were made as part of the drive for reduced governmental

Table No. 17

Current Expenditures from County School Funds for the Benefit of Elementary School Districts, by Funds and by School Years, 1930–31 to 1935–36, inclusive

School year	County elementary school supervision funds[1]	Unapportioned county elementary school funds[2]	County forest reserve school funds[3]	Federal funds for education and care of Indian children[4]	Total
1930-31	$498,173 07	[5]$217,119 70			$715,292 77
1931-32	509,896 23	[5]206,429 97			716,326 20
1932-33	463,822 16	195,207 13	$3,634 45		662,663 74
1933-34	440,218 67	270,355 45	3,468 75		714,042 87
1934-35	486,119 78	321,888 97	2,668 60	$1,888 62	812,565 97
1935-36	523,172 10	387,703 76	3,510 62	7,321 24	921,707 72

[1] For supervision of instruction in elementary school districts having less than 300 A.D.A. School Code section 4.788.

[2] For extra teachers in elementary school districts unable to provide sufficient teachers, or for maintenance of emergency schools or provision of transportation for pupils otherwise unable to attend school (School Code section 4.190): for supervision of attendance (School Code sections 1.250-1.252): for teachers institutes (School Code section 5.611): for trustees meetings (School Code section 2.866): and for county teachers library (School Code section 5.550).

[3] Expenditures made for the benefit of elementary school districts lying within or adjacent to United States Forest Reserves. General Laws (Deering), Act 2685, Sec. 4.

[4] Federal moneys allocated to counties for education and care of Indian children. Most of such moneys actually accrue to and are expended by individual school districts. Amounts here reported were expended by county superintendents of schools largely for dental and health service for all districts having Indian children. School Code sections 3.10-3.13. Also, General Laws (Deering), Act 3584, Secs. 1 and 2.

[5] Includes expenditures from county teachers institute and library funds although a small portion of these expenditures may have been for high schools.

expense during the worst of the depression. Increases in these expenditures followed, during 1934-35 and 1935-36, partly due to the fact that attempts to enact legislation reducing or eliminating state apportionments for supervision purposes failed; and partly due to legislation requiring reapportionment of 80 per cent of unnecessary surpluses in supervision funds to county elementary school supervision funds.[1] This latter legislation, coupled with a stimulation of rural supervision by the State Department of Education and by county superintendents of schools, as a means of improving the education of rural children, resulted in some restoration of rural supervision services which had been discontinued or seriously curtailed during the preceding year.

In 1933 the School Code was amended, following the Riley-Stewart tax enactments which transferred the burden of former county school support to the state, to provide for unapportioned county elementary and high school funds[2] to be derived from state apportionments. The amendments enacted authorized state apportionments to such funds in amounts not to exceed five per cent of the total state apportionment to the several counties during the preceding school year from the State School Fund, and the State High School Fund, respectively. This legislation increased the amounts available for use for emergency pur-

[1] School Code of California, 1933, section 4.162.
[2] *Ibid.*, sections 4.160–4.163; 4.190; 4.220–4.222; 4.250–4.251.

poses, and immediately resulted in expanding the program of emergency aid to elementary school districts from the county funds. Thus, expenditures by county superintendents of schools for emergency schools and for transportation to school of pupils otherwise unable to attend school, and for extra teachers for districts unable to provide an adequate number of teachers, increased materially in 1933-34 and 1934-35.

Legislation enacted in 1935 increased the maximum allowable state apportionment to unapportioned county elementary and high school funds to 10 per cent of the total apportionment from the State School Fund and State High School Fund, respectively.[1] This legislation, necessitated by dire financial conditions in many school districts brought about by material reductions in local assessed valuations, serious delinquencies in local tax payments, and general reductions in district taxes, resulted in immediate increases in the emergency expenditures from unapportioned county elementary school funds. This use of these funds was also stimulated by legislation enacted in 1935 authorizing additional apportionments of state funds to unapportioned county elementary school funds on account of emergency schools.[2]

Increases in the expenditure of federal Indian funds for elementary school districts by county superintendents of schools in 1935-36 were brought about by agreement between federal officials, the State Department of Education, and county superintendents of schools, authorizing the latter to expend larger amounts directly for the benefit of the Indian children, rather than apportioning all of such funds to the individual districts.

Comparatively small amounts were also expended by county superintendents of schools for the benefit of high school districts. These

Table No. 18

Current Expenditures from Unapportioned County High School Funds,[1] by School Years, 1930–31 to 1935–36, inclusive

School year	Expenditures from unapportioned county high school funds
1930-31	$2,000 48
1931-32	4,653 05
1932-33	24,282 47
1933-34	22,772 75
1934-35	27,524 00
1935-36	[2]33,758 20

[1] Expenditures include those made for supervision of attendance (School Code section 1.252); teachers institutes (School Code section 5.611); trustees meetings (School Code section 2.866); and county teachers libraries (School Code section 5.550).

[2] Includes $20.10 expenditure of Indian funds for tuition.

[1] *Ibid.*, 1935. Sections 4.160-4.163; 4.190-4.191; 4.220-4.223; 4.250-4.251.
[2] *Ibid.*, sections 4.784, 4.785, 4.796, 4.797.

expenditures were made entirely from unapportioned county high school funds for the supervision of attendance in high school districts which did not employ district supervisors of attendance; for county teachers institutes and trustees meetings; and for teachers libraries. Expenditures for these purposes were as indicated in Table No. 18.

Current Expenditures per Unit of Average Daily Attendance

In all previous publications of the State Department of Education, unit costs, expressed as expenditures per unit of average daily attendance, have been published as expenditures of school districts per unit of average daily attendance. Current expenditures employed for such computations have included, beginning in 1920-21, expenditures made by county superintendents of schools from emergency and supervision funds (1920-21 to 1930-31, inclusive), or from county elementary school supervision funds (1931-32 to the present), in addition to actual current expenditures of school districts. Inclusion of such county expenditures was based on the assumption that they were made for the benefit of individual districts and for purposes comparable with those for which district funds were expended. However, other types of expenditures made by county superintendents of schools were not included. Hence the published figures represent neither actual district expenditures nor total expenditures for school districts.

True unit costs probably should be expressed as the actual expenditure per unit of average daily attendance of all moneys expended for the education of the pupils, whether by the district or by other agencies. The expenditures reported in Tables No. 17 and No. 18 should be added to those reported in Table No. 15, in order to secure the total current expenditures chargeable to the average daily attendance earned in school districts. The total of such expenditures is given in Table No. 19.

Table No. 19

Total Current Expenditures of School Districts and of County Superintendents of Schools for the Benefit of School Districts, by Types of School Districts and by School Years, 1930–31 to 1935–36, inclusive

School year	Elementary school districts	High school districts	Junior college districts	Total
1930-31	$66,652,234 77	$60,274,830 97	$2,439,131 54	$129,366,197 28
1931-32	64,131,038 80	60,046,240 25	3,298,434 42	127,475,713 47
1932-33	56,638,465 55	52,867,791 60	3,227,345 05	112,733,602 20
1933-34	55,372,850 59	52,120,913 44	3,203,547 34	110,697,311 37
1934-35	56,560,009 71	54,335,328 77	3,132,947 31	114,028,285 79
1935-36	58,055,371 78	57,719,441 12	3,325,427 90	119,100,240 80

The percentages which the expenditures for the several types of districts during each of the years were of those of 1930-31 are given in Table No. 20.

Table No. 20

Per Cent which Total Current Expenditures for School Districts each year were of Expenditures during 1930–31, by Types of School Districts and by School Years, 1930–31 to 1935–36, inclusive

School year	Elementary school districts	High school districts	Junior college districts	Total
1930-31	100.0%	100.0%	100.0%	100.0%
1931-32	96.2	99.6	135.2	98.5
1932-33	85.0	87.7	132.3	87.1
1933-34	83.1	86.5	131.3	85.6
1934-35	84.9	90.1	128.4	88.1
1935-36	87.1	95.8	136.3	92.1

The trends indicated by the data of Tables No. 19 and No. 20 are practically identical with those discussed relative to school district expenditures as shown in Tables No. 15 and No. 16.

In order to determine what the trends may be with respect to unit costs it is necessary to convert total expenditures into expenditures per unit of average daily attendance. Table No. 21 gives the average daily attendance of the several types of school districts during each of the past six school years. The average daily attendance reported in Table No. 21 under each type of district represents the total average daily attendance of all pupils attending the several types of schools maintained in the districts of each type. These figures are employed in computing unit costs, since the expenditures made by or for each type of district should be charged to the total average daily attendance of all pupils attending the schools for which the expenditures were made.

Table No. 21

Average Daily Attendance,[1] by Types of Districts and by School Years, 1930–31 to 1935–36, inclusive

School year	Elementary school districts[2]	High school districts[3]	Junior college districts	Total
1930-31	648,535	319,130	10,192	977,857
1931-32	655,455	337,033	15,693	1,008,181
1932-33	651,236	356,677	18,778	1,026,691
1933-34	646,931	369,998	17,126	1,034,055
1934-35	628,181	366,104	17,706	1,011,991
1935-36	622,072	381,272	17,486	1,020,830

[1] Average daily attendance credited to the districts maintaining the schools in which the attendance was earned, including emergency average daily attendance granted because of public calamities or because of epidemic of unusual duration or prevalence.

[2] A.D.A. in kindergartens and elementary schools and in high school courses maintained by elementary school districts (School Code section 3.280).

[3] A.D.A. in all grades in junior high schools, high schools, and junior colleges maintained by high school districts.

[4] Excluding A.D.A. of pupils attending high schools in adjoining states, as follows: 1933-34, 72; 1934-35, 88; 1935-36, 95.

In Table No. 21 there is included the total average daily attendance for which expenditures were made from school district funds or from those county funds previously referred to which were expended for the benefit of school districts. True current expenditures per unit of average daily attendance may therefore be computed by dividing the expenditures reported in Table No. 19 by the average daily attendance figures included in Table No. 21. Such unit costs data are reported in Table No. 22.

Table No. 22

Total Current Expenditures per Unit of Average Daily Attendance from District and County Funds, by Types of School Districts and by School Years, 1930–31 to 1935–36, inclusive

School year	Elementary school districts	High school districts	Junior college districts	Total
1930-31	$102 77	$188 87	$239 32	$132 30
1931-32	97 84	178 16	210 19	126 44
1932-33	86 97	148 22	171 87	109 80
1933-34	85 59	140 87	187 06	107 05
1934-35	90 04	148 41	176 94	112 68
1935-36	93 33	151 39	190 18	116 67

Current expenditures per unit of average daily attendance were reduced 16.7 per cent in elementary school districts, and 25.4 per cent in high school districts from 1930-31 to 1933-34. Despite subsequent increases, current expenditures per unit of average daily attendance in 1935–36 remained 9.2 per cent below those of 1930–31 in the case of elementary school districts, and 19.8 per cent below those of 1930-31 in the case of high school districts. This is explained by the fact that, while current expenditures for high school districts did not decrease as greatly as those for elementary school districts, the average daily attendance of elementary school districts actually decreased annually after 1931-32, whereas high school district average daily attendance increased each year with the exception of 1934-35.

Junior college district current expenditures per unit of average daily attendance actually decreased more during this period than did those of any other type of district, decreasing 28.2 per cent between 1930-31 and 1932-33. Despite subsequent increases, the expenditures of junior college districts per unit of average daily attendance in 1935–36 were still 20.5 per cent less than those of 1930–31.

The per cent which the current expenditure per unit of average daily attendance each school year was of that of 1930-31 is shown for each type of district in Table No. 23.

Table No. 23

Per Cent which Total Current Expenditures per Unit of Average Daily Attendance from District and County Funds were of Those of 1930–31, by Types of School Districts and by School Years, 1930–31 to 1935–36, inclusive

School year	Elementary school districts	High school districts	Junior college districts	Total
1930-31	100.0%	100.0%	100.0%	100.0%
1931-32	95.2	94.3	87.8	95.6
1932-33	84.6	78.5	71.8	83.0
1933-34	83.3	74.6	78.2	80.9
1934-35	87.6	78.6	73.9	85.2
1935-36	90.8	80.2	79.5	88.2

Comparative Costs per Unit of Average Daily Attendance

It is of interest to note the relationships between current expenditures per unit of average daily attendance of the several types of districts. These relationships are shown in Table No. 24.

Table No. 24

Ratios between Total Current Expenditures per Unit of Average Daily Attendance for Elementary School, High School, and Junior College Districts, by School Years, 1930–31 to 1935–36, inclusive

School year	Per cent total current expenditures per unit of average daily attendance for high school districts were of those for elementary school districts.	Per cent total current expenditure per unit of average daily attendance of junior college districts were of those for	
		Elementary school districts	High school districts
1930-31	183.8%	232.9%	126.7%
1931-32	182.1	214.8	118.0
1932-33	170.4	197.6	116.0
1933-34	164.6	218.6	132.8
1934-35	164.8	196.5	119.2
1935-36	162.2	203.8	125.6

The ratios indicated in Table No. 24 are extremely interesting and significant. The continuous decrease in the percentage which current expenditures per unit of average daily attendance for high school districts are of those for elementary school districts is partially accounted for by the fact that increasing percentages of seventh and eighth grade children were instructed in junior high schools, which are maintained by high school districts. This was at least partially responsible for decreases in the expenditures of elementary school districts and for corresponding additional expenditures of high school districts. Such addi-

tional expenditures and average daily attendance of high school districts for junior high schools, however, actually resulted in decreasing total current expenditures per unit of average daily attendance of high school districts, due to the fact that current expenditures per unit of average daily attendance in junior high school grades are less than in the senior high school grades.

Another factor influencing the decreases in the ratios between high school and elementary school district unit costs was the continuously increasing total average daily attendance in high school grades. Expenditures per unit of average daily attendance for high school districts actually were more drastically reduced than those for elementary school districts, as is shown in Tables No. 22 and No. 23, although, as seen from the data in Tables No. 19 and No. 20, actual total expenditures for high school districts were not reduced nearly as much as were those for elementary school districts.

Ratios between current expenditures per unit of average daily attendance of junior college districts and those made for elementary and high school districts are not so easily explainable. The extreme variability of the ratios would seem to indicate that current expenditures per unit of average daily attendance of junior college districts were not affected by the same factors, or not in the same degree, as were those of the other types of districts. It is probable that state averages based upon data for only 17 junior college districts are unreliable for comparative purposes due to the fact that major variations in but a few of the districts or even in any one of the larger districts will cause similar variations in the average for the group of 17 districts.

One question which arises from study of the data of Table No. 24 is of extreme significance. This question is: What *should* the relationship be between unit costs in the several types of districts, or on the several levels of the educational program? Should high school education, including education in junior high schools, cost from two-thirds to four-fifths more per pupil than elementary education? Should the cost per pupil in district junior colleges be approximately twice the cost per pupil in elementary schools? These questions can not be answered by any available data. The answers must be ventured in terms of opinions and subjective judgments.

There is no doubt that the major factors which cause unit costs to increase as pupils advance to higher levels include the following:

1. The fact that salaries of certificated personnel are generally proportioned to the educational level on which such personnel is employed. This fact is indicated in the data of Table No. 9.

2. The fact that teacher load as measured by the size of classes is generally inversely proportional to the educational level. No statistics

are available for the entire state relative to the size of individual classes on the several levels. However, an indirect and rather rough but perhaps significant measure of teacher load may be secured by computing the average number of units of average daily attendance per certificated employee for the several types of districts. Such data are given in Table No. 25.

Table No. 25

Average Daily Attendance per Certificated Employee of School Districts, by Types of Districts and by School Years, 1930–31 to 1935–36, inclusive

School year	Elementary school districts	High school districts	Junior college districts
1930-31	24.9	15.4	16.8
1931-32	25.6	16.2	19.7
1932-33	26.7	18.5	21.8
1933-34	27.1	18.8	19.6
1934-35	26.3	18.1	19.6
1935-36	25.9	18.0	18.8
Average	26.1	17.5	19.5

The fact that in high school districts great numbers of students are enrolled in special day and evening classes, attending such classes only a few hours per week and therefore earning only a fraction of the total average daily attendance which would be earned by an equal number of students attending the full-time regular day classes, while comparatively few such students are enrolled in the elementary school or junior college districts, explains partially the extremely low figures for high school districts indicated in Table No. 25. It is probable that, if data were available, it would be shown that the average daily attendance per teacher in regular day classes is slightly higher in high school districts than in junior college districts.

3. The fact that additional items of expenditure are required in high school and junior college districts, which are not incurred or are incurred to lesser extent in elementary school districts, including:

a. The cost of textbooks which are furnished by the state free to elementary school districts but which are furnished at district expense in high school districts.

b. The cost of instructional supplies and materials in laboratory science and vocational courses which are not offered in elementary school districts.

c. The cost of more extensive school library service.

d. The cost of athletics as part of expanded programs of physical education.

e. The cost of operation and maintenance of school plants and sites which are more extensive than those of elementary school districts.

Of these three major factors, the first and second, namely, practice with regard to salary schedules and teacher loads, are probably the more important. Present practice in these matters can hardly be justified, nor can the present wide discrepancies between costs per pupil on the several educational levels.

As judged by present information, the following statements seem to warrant serious consideration:

1. Either elementary school district salaries are much lower than can be justified, or employees of elementary school districts are inadequately prepared for their tasks. The former is probably true. It also appears from reports to the State Department of Education that, in some sections of the state, at least, the extent of the professional training received by elementary school teachers is still definitely insufficient.

2. Either the size of classes in elementary school districts is entirely too large, or the small size of classes in high school and junior college districts cannot be justified; or change should be brought about in both. Certainly, by the nature of the processes involved in elementary education, the size of class should be to some degree inversely proportional to the grade or age level of the pupils. At what point such relationship should cease or be reversed cannot be said. At least it would appear that with increasing ability to do self-directed study, and with increasing use of the lecture and laboratory-demonstration types of teaching technics, there should be expected a corresponding increase in class size. It is probable that gradual shift of misplaced specialized, technical, and vocational courses from the high school to the junior college level, and unification of the high school curriculum will result in increasing class size in high schools. Increasing specialization and technical training in junior colleges probably will reduce class size somewhat in such schools.

3. The comparatively small size, low assessed valuation, low legal maximum tax rates, and small state apportionments of elementary school districts may together constitute a major factor in holding unit costs in such districts at a comparatively low level. Consolidation of school districts, unification of elementary and secondary school control and finance, and equalization of state aid for elementary and secondary schools would make it possible to improve the financial status of elementary school districts. Legislation along these lines should be sought, therefore, not alone for the economies possible of attainment through a consolidation program, but for the benefit of our basic public schools, the elementary schools.

Rules and Regulations of the California State Board of Education Relating to High School Programs of Study

AUBREY A. DOUGLASS, *Chief of Division of Secondary Education*

The rules and regulations pertaining to high schools were originally framed to accord with the policy long maintained by the State Department of Education, which is to provide as much flexibility as possible in requirements, and to place upon the local school systems the responsibility of developing curriculums suited to the needs and abilities of pupils.

The revised rules and regulations[1] which have been published contain few changes. Questions have reached the State Department of Education from time to time regarding the regulations. The interpretations in succeeding paragraphs have been made in answer to specific inquiries, and are summarized for the benefit of all concerned.

Entrance and Placement

Any pupil who has satisfactorily completed the work of the preceding school unit is expected to enter the high school. Pupils entering from other high schools usually bring with them transcripts of record which indicate the grade and the classes in which the pupils belong. The scholastic advancement of those pupils not presenting adequate or decipherable transcripts of record may be evaluated by the principal of the school to which the transfer is made, so that the individual may be placed in appropriate classes. When any pupil satisfactorily completes the requirements of a course, he shall be credited with the full number of semester periods scheduled for such a course; and whenever a pupil shall have completed satisfactorily all the requirements for graduation, he shall be awarded a diploma, regardless of the length of time taken to complete such requirements. These regulations encourage evaluation of a pupil's development and attainment.

Marking Systems

Because of the great variation found in systems of marking and in transcripts of record, the secondary school principals of the state several years ago requested a uniform transcript. Such a transcript

[1] *Rules and Regulations of the California State Board of Education.* State of California Department of Education Bulletin No. 1, January 1, 1937, Part I, Sections VIII, IX, XIII.

was developed; it is furnished by the State Department of Education to the high schools. Regulations require its use whenever a pupil who has not been graduated transfers to another high school, or whenever a pupil who has been graduated transfers to a junior college or to a four-year collegiate institution. Proper use of the transcript requires the "A, B, C, D, F, Incomplete," marking system.

In a large number of school systems, reports are being developed which are designed to indicate more adequately than the conventional system the status of the pupil's development and accomplishment. The use of such systems is entirely permissible in sending reports to parents, or within an individual school. When the pupil transfers, however, such reports must be transmuted into the marking system provided upon the uniform transcript. From the number of complaints which have reached the State Department of Education, this provision is often ignored or violated.

No defense is made of the conventional system of marking. On the other hand, it is apparent to all concerned that the experimentation which must precede the adoption of a substitute has been carried on in few schools. The great amount of energy necessary to interpret a hundred new, poorly developed systems of reporting outweighs the inconvenience to which the schools will be put to transmute their marks into the required system. With the wealth of information about a pupil which certain schools are apparently accumulating, such transmutation should not be difficult.

Required Instruction

Certain instruction must be given to meet the requirements of law. These subjects and topics are physical education and health (School Code sections 3.731-3.735); manners and morals (section 3.42); the nature of alcohol and narcotics and their effects upon the human system as determined by science (section 3.42); fire prevention (sections 3.721-3.722); American history and civics including the study of American institutions and ideals and the United States Constitution (sections 3.710-3.713); and public safety and accident prevention (Deering Act 7518a). Pupils must attain a satisfactory mastery of oral and written English. These constitute the only requirements, aside from the general provision that the course of study must be approved by the State Department of Education, which the state imposes upon the schools. Differences of opinion exist among secondary school administrators regarding the number of requirements which should be imposed. Some approve the policy which permits and demands local initiative. Others would prefer more detailed regulations which could be used to buttress local requirements.

Diploma of Graduation

According to the regulations, a diploma must be granted to a student of good character who satisfactorily completes a full curriculum of a senior high school or of a four-year high school; certificates of completion may be issued to pupils who successfully complete any course of study or curriculum of less than the usual time. In a number of localities a preference has been expressed for diplomas for graduates who achieve a certain level of scholarship. The fact that the regulations specify satisfactory completion of a curriculum brings this practice within the rules and regulations governing high schools. An average of "C," or even a higher average, may be specified by the local board of education for satisfactory completion of the requirements for graduation.

It should be stated, however, that such use of the diploma and the certificate of completion was not anticipated by the State Board of Education. The high school has to a very great extent become an institution in which the mental, physical, and moral needs of young people will be met as far as possible, and in which growth and development are stimulated along desirable lines. In this regard it has assumed a purpose comparable to that of the elementary schools. The tenor of the rules and regulations, and of the sections of the School Code pertaining to high school instruction, support this position. When all is said and done, the high school as an institution belongs to the people; what the people desire by way of rewards and recognition will determine practice in awarding diplomas. It is not clear that the demand for diplomas for the abler students comes from school patrons; it seems that it comes from principals and teachers who hold the idea that, after all, graduation from high school should signify a degree of scholastic achievement which many pupils cannot or do not meet.

Credit for Out-of-School Music Instruction

The Rules of the State Board of Education permit high schools to grant credit for music instruction received out of school. A plan[1] governing the granting of such credit, adopted by the Board since the publication of the rules, provides that not more than 10 semester periods during any year nor more than a total of 40 semester periods may be allowed toward high school graduation. The plan also requires the school to provide for examinations covering all out-of-school music instruction for which credit toward graduation is granted.

[1] Copies of the plan may be secured upon request to the State Department of Education.

Modification of Regulations to Conform to Best Educational Practice

It is the purpose of the State Department of Education to recommend and of the State Board of Education to adopt regulations for the control of high schools which permit and stimulate the best educational practice. It is also the purpose to promote only that uniformity among the schools which is necessary. The uniform transcript was the result of a request from the principals, which in turn arose from a very practical situation. The rules and regulations relating to high school programs of study were drawn to further a policy of placing upon the local school system the responsibility of developing instructional materials suited to particuar groups of students. Provisions for diplomas and certificates of completion were made to conform with what was thought to be the popular demand. If the rules and regulations are out of harmony with the best educational practice, the procedure which should be adopted is clear. Changes should be made to conform with the best educational practice.

The Association of California Secondary School Principals is an organization which has proved invaluable to the State Department of Education in the development of a program for the improvement of the schools of the state. The twenty-one local groups of principals have formed centers of discussion, from which valuable ideas have emerged. At the meetings of the representative Council, composed of delegates chosen by the local groups, the ideas and recommendations of the local groups have been compared, evaluated, and formed into a program, which has been taken back to the local groups. The Chief of the Division of Secondary Education has been privileged to attend these meetings as well as the meetings of the local groups, and to participate in the discussions. As a result, the program of secondary education which the State Department of Education seeks to further is identical with the program of the Association.

The problems discussed in this article may well be referred to the local groups of principals or to the Representative Council for discussion, with the assurance that they will receive competent attention. If changes seem desirable, recommendations for change can be submitted through the State Department of Education to the State Board of Education.

DEPARTMENTAL COMMUNICATIONS

Bureau of Trade and Industrial Education

J. C. Beswick, Chief

TEACHER TRAINING COURSE FOR CUSTODIAN-ENGINEERS

A course for school custodian-engineers, designed for those who wish to qualify as instructors for the training required for the school custodian-engineer credential, will be conducted at the University of California, Berkeley, and at the University of California at Los Angeles.

The course will commence on August 9, 1937, and will involve thirty hours of study. Those who satisfactorily complete the course will receive two units of credit which will permit the grading of a special vocational arts type credential, entitling the holder to teach in the adult education classes.

Application to enroll in the course should be made to Herbert Price, 2856 Webster Street, Berkeley, or to William Brown, 3459½ Winslow Drive, Los Angeles, before July 1. Application must be accompanied by the enrollment fee of $10. Additional information may also be obtained from these men.

It is necessary that there be at least twenty persons enrolled for each class that is to be conducted.

INTERPRETATIONS OF SCHOOL LAW

Supreme Court Decision

Maintenance of Action in Damages Against School District For Injury

Where a person filed action against a school district seeking damages for injuries occasioned by the defective condition of the property of the district, but failed to show that a verified claim for injuries was filed with the de jure clerk of the district, or in the absence of a de jure clerk with the de facto clerk of the district, if any, he failed to show a compliance with the provisions of Deering Act 5149 (p. 455, 1935 School Code). (*Phillips* v. *Huntington Beach Elementary School District*, 93, C. A. D. 346, ___ Pac. (2d) ___, adopting decision of Appellate Court in same case, 86 C. A. D. 369 (page 290, September, 1936, issue *California Schools*))

Appellate Court Decisions

Dismissal of Probationary Employee of School District During School Year

A probationary employee of a school district may, under School Code section 5.680, be dismissed during a school year only for the same reasons and under the same procedure as is established for the dismissal of permanent employees of school districts by School Code sections 5.650 et seq. (*Comstock* v. *Board of Trustees of the Compton Junior College District et al.*, 89 C. A. D. 586, ___ Pac. (2d) ___)

Five Per Cent Limitation Law Unconstitutional

Chapter 356, Statutes 1935 (the so-called "five per cent limitation law") violates section 20 of Article XI of the Constitution, and is invalid; there is, therefore, now no limitation on expenditures. (*Robison* v. *Payne*, 89 C. A. D. 116, ___ Pac. (2d) ___)

FOR YOUR INFORMATION

SIXTY UNIVERSITIES STUDY IMPORTANT EDUCATIONAL PROBLEMS

Three California colleges—University of California, Stanford University, and University of Southern California—are among 60 universities in 32 states which have studied important educational problems under the direction of the Office of Education. Among the subjects chosen for study in this emergency relief undertaking are surveys of occupational opportunities, studies of the economic status of college alumni, job analyses of the work of the CCC camp educational adviser, school tax studies, a study of the economic status of rural school teachers, and adult education studies.

EIGHTH GORGAS ESSAY CONTEST

The Gorgas Memorial Institute of Tropical and Preventive Medicine in announcing the state prize winners in the annual essay contest states that Janet R. Allen, of the Point Loma high school, San Diego, was given the highest award among California competitors for her essay. Contestants wrote on the subject, "The Importance of Mosquito Control and the Gorgas Memorial." The 48 manuscripts which won the state prizes are now in the hands of the national judges who will determine the national awards.

SAFETY AWARDS

Attention is directed to the fact that entries in the contests sponsored by the C. I. T. Safety Foundation during the current school year, which were announced in the October, 1936, issue of *California Schools*, page 323, must be mailed on or before June 30, 1937, to receive consideration. Entries mailed after June 30, 1937, will not be judged, according to information received from the Foundation.

UNDERSTANDING THE CHILD

The April issue of *Understanding the Child* is the first published by the National Committee for Mental Hygiene. It is the policy of this periodical to publish articles dealing with the practical aspects of the

mental health problems of childhood, particularly from the standpoint of the classroom teacher.

The periodical was formerly published by the Massachusetts Society for Mental Hygiene. Further information regarding this publication may be secured from The National Committee for Mental Hygiene, 50 West Fiftieth Street, New York, N. Y.

PROFESSIONAL LITERATURE

REVIEWS

Nila Banton Smith. *Adventures in Teacher Education.* San Jose, California: Stewart Publishing Company, 1937. Pp. 200.

To the rapidly growing literature presenting accounts of educational advancement in California schools comes a unique contribution in the field of teacher education. It relates the program of experimentation carried on over a period of four years by the author and other members of the faculty of the Broadoaks School of Education, Whittier College. In the words of the author, it contains the record of "experiences in striving to put into practice our ideals in regard to the functions of a teacher education program designed to meet the demands of our changing elementary schools and of our changing social order."

Three major purposes motivated the experimental work at Whittier:

> (1) to reorganize our program on the experiential basis, letting the laboratory method largely replace the question-answer recitation method;
> (2) to discover, if possible, certain areas of experience which would give purpose to library study and research toward the end of synthesizing much of the subject-matter which we have previously offered in our isolated teacher training courses;
> (3) to take students outside the bounds of the campus and use the whole community as a laboratory in order that these prospective teachers may come to know life intimately, and that they may be brought into closer grips with the pressing social, economic, and political problems of our times.

The book is divided into four parts: Part One, School Experiences; Part Two, Community Experiences; Part Three, Experiences with Parents and in Homes; and Part Four, Organization and Administration for Adventuring in Teacher Education.

In Part One is described the reorganization to group subject-matter previously provided in isolated courses into related areas of experiences. These new areas centered around orientation, child development, and curriculum. The students drew upon these fields in carrying on activities at the college level which served as nuclei of integration.

In Part Two is presented accounts of social work, industrial work, community excursions, getting acquainted with children in a community setting designed to make the prospective teacher aware of the problems of comtemporary life as a basis for more intelligent adaptation of her teaching. The log accounts of the first-hand experiences of the students in participating in social service, in getting experience among the cotton pickers on a Kern County ranch, in visiting a shirt factory, a pottery, a fire station, are fascinating revelations of thoughtful efforts to widen horizons of experiences and to deepen understanding and sympathy.

Out of the requirement of a course in parental education grew many experiences with parents and in homes. These are related in Part Three. The students had direct contact with the parents of children who attended school on the campus. In their community contacts with nurses and social workers they had opportunity to study the home environment of children.

Many problems of organization and administration grew out of the attempts to put this flexible program of teacher education into operation. The author has indicated the major problems and the methods used in their solution. Problems of

registration, of credential requirements, of expense, of scheduling activities, of making and supervising community contacts, of balancing the cultural education with the professional education, of unifying the purposes of members of the faculty, were not permitted to deter these experimenters determined to provide a richer, more meaningful experience for their students.

Challenging questions have been raised concerning the applicability of the Broadoaks experiment in other institutions engaged in the work of teacher education. Would it be possible to add a course in "community excursions" to the college curriculum? Could a "community laboratory course" in which young people secure social and industrial experience be arranged? Could some of the courses in education be profitably amalgamated into larger areas of study? Could closer relationships be developed between subject-matter fields and courses in education? Could integrating experiences be provided through units of activity on the collegiate level? Could all students have courses in parent education? Could all have a course in problems of American life? These are but a few of the pertinent challenges which could form the basis of many valuable discussions in teachers college faculty meetings.

Out of the four years' experience, Dr. Smith has discovered some "highlights and guideposts" which merit the consideration of all engaged in teacher education activities, whether in teachers colleges or as supervisors and directors of instruction. In fact, this thoughtful consideration of the application of progressive principles to the education of teachers is a pioneering work out of which tremendous values should come to all earnest workers in education.

—HELEN HEFFERNAN

A *Guide to Curriculum Adjustment for Mentally Retarded Children.* Compiled and edited by Elise H. Martens. United States Department of the Interior, Office of Education Bulletin 1936, No. 11. Pp. vi + 133.

Educators have long realized the need for a carefully planned curriculum adjusted to the "capacities, interests, and ultimate social destinies" of mentally retarded children. In 1934, the Office of Education called a conference of thirteen leaders in the education of retarded children in various parts of the United States to consider the entire problem and as a result of the deliberations and work of this confernce *A Guide to Curriculum Adjustment for Mentally Retarded Children* has been published.

Mentally retarded children as indicated in the *Guide* represent all those seriously deficient but educable children in our schools and institutions. Recognition was given to the curriculum adjustment needed by this large group of children whether they were segregated into special classes or were a part of the regular classes of elementary or secondary schools. Age and physical and social maturity were the determinants in the selection of the units of work and other suggestions presented in the *Guide* rather than school grades.

A chapter is devoted to a statement of the frequency of occurrence of mentally retarded children, how to identify them, and the problem faced by the school in attempting to provide an educative program to best serve their needs.

The authors of the *Guide* are well aware that the "fundamental aim of all education is to teach children to live wisely and well in the environment in which they find themselves." To accomplish this aim with mentally retarded children, it is their purpose to keep the suggested curriculum simple and practical in nature to conform to the limited sphere of activities constituting the life of the retarded child.

The examples of units of experience presented in the *Guide* are related to the immediate environment of a child in whatever situation he may be, namely, the home, the school, and the community. Specific development of foods as they relate to home and community life and of child care as it relates to home life have been included with charts and outlines of content.

The development of desirable habits and attitudes is emphasized as a part of every unit undertaken. Mentally retarded children need self-reliance and

courage perhaps more than any other group. They need to develop courage to carry on in a world not too favorable to them, to meet ridicule, to develop confidence that will insure success along some line of endeavor. Physical and mental health are recognized as the foundation stone of the happiness and efficiency of these children and are considered basic to all curricular activities.

That the amount and kind of profitable academic experience is limited only by the child's ability to comprehend, is the stand taken by the authors of the *Guide*. Reading, arithmetic, language, and penmanship are taught in meaningful relationships and in response to the felt need in a particular situation. Reading traffic signs, ordering goods from a mail order house, computing houshold expenses are examples of experiences on the level of the child's social interest which are concrete. Mastery of the necessary skills involved will come through repeated exposure to similar situations.

The wealth of first-hand experiences afforded in the field of science offers ample opportunity for the mentally retarded to develop powers of observation, wholesome interest in living things, and to apply knowledge so gained to health, safety, and the use of leisure. Teachers are urged to include relevant activities in science as an integral part of whatever curriculum unit is developed with these children.

In the field of the arts there is abundant opportunity for enrichment of the lives of retarded children which will make them more acceptable in a normal group. Self-expression is an "emotional stabilizer" and music, dancing, dramatization, poetry, rhythmics, drawing, painting, modeling, and other practical arts should be a satisfying part of every classroom unit undertaken.

The discussion of manual activities centers about the conviction that if manual activities are to "contribute to the aims of education for mentally retarded boys and girls, they must help to develop working habits and skills that contribute toward their ability to secure employment and to live as social beings." A warning is sounded in urging a continuous progression from simple to more complex processes rather than to keep retarded children on a particular process just because they like it.

Chapter 11 deals with special problems of the residential school, and Chapter 12 with the functions of the state in relation to the curriculum for the mentally retarded.

Each of the 12 chapters in the *Guide* carries a selected bibliography. There are numerous full page illustrations showing children at work on worth while enterprises.

The *Guide* is for sale by the Superintendent of Documents at 20 cents a copy.

—GLADYS L. POTTER

CURRENT PUBLICATIONS RECEIVED

BARROWS, ALICE. *Functional Planning of Elementary School Buildings.* United States Department of the Interior, Office of Education Bulletin 1936, No. 19. Washington: United States Government Printing Office, 1937.

BAUER, WILLIAM F. *A Guide to the Appreciation of the Motion Picture Version of Barrie's Quality Street.* Photoplay Studies, Vol. III, No. 5, May, 1937, Newark, New Jersey, Educational and Recreational Guides, Inc.

BRUNSCHWIG, LILY. *A Study of Some Personality Aspects of Deaf Children.* Contributions to Education, No. 687. New York: Bureau of Publications, Teachers College, Columbia University, 1936.

Business Education for Everybody. Proceedings of the University of Chicago Conference on Business Education. 1936. Chicago: The University of Chicago Press, 1936.

COOPER, WILLIAMSON LEE. *Stuart Robinson School and Its Work.* Nashville, Tennessee. The Parthenon Press, 1936.

A Correlated Curriculum; A Report of the Committee on Correlation of the National Council of Teachers of English. English Monograph, No. 5. New York: D. Appleton-Century Company, 1936.

DAVIS, BENJAMIN FRANKLIN. *A Study of Shorthand Teaching.* Contributions to Education, No. 693. New York: Bureau of Publications, Teachers College, Columbia University, 1936.

DEWEY, EVELYN. *Behavior Development in Infants: A Survey of the Literature on Prenatal and Postnatal Activity, 1920-1934.* New York: Josiah Macy, Jr. Foundation, by Columbia University Press, 1935.

DUGGAN, ANNE SCHLEY. *A comparative Study of Undergraduate Women Majors and Non-Majors in Physical Education With Respect to Certain Personal Traits.* Contributions to Education, No. 682. New York: Bureau of Publications, Teachers College, Columbia University, 1936.

Educational Directory, 1937. Part III. Colleges and Universities Including All Institutions of Higher Education. United States Department of Interior, Office of Education Bulletin, 1937, No. 1. Washington: United States Government Printing Office.

The Fifth Yearbook of School Law. Edited by M. M. Chambers. Washington: American Council on Education, 1937.

GATES, ARTHUR I. *A Reading Vocabulary For the Primary Grades;* Rev. and enl. New York: Bureau of Publications, Teachers College, Columbia University, 1935.

HAYS, EDNA. *College Entrance Requirements in English: Their Effects on the High Schools.* Contributions to Education, No. 675. New York: Bureau of Publications, Teachers College, Columbia University, 1936.

Home Economics Education Courses. United States Department of the Interior, Office of Education, Vocational Education Bulletin No. 187, Home Economics Series No. 20. Washington: United States Government Printing Office, 1936.

KELLER, FRANKLIN J., and VITELES, MORRIS S. *Vocational Guidance Throughout the World; A Comparative Survey.* New York: W. W. Norton & Company. 1937.

KENT, DEUZILLA CRABY. *A Study of the Results of Planning for Home Economics Education in the Southern States.* Contributions to Education, No. 689. New York: Bureau of Publications, Teachers College, Columbia University, 1936.

MOELLER, HUGH CARL. *Personal Problems in School Management.* New York: Newson & Company, 1936.

MUNKRES, ALBERTA. *Personality Studies of Six-Year-Old Children in Classroom Situations.* Contributions to Education, No. 681. New York: Bureau of Publications, Teachers College, Columbia University, 1936.

National Deliberative Committees in Education. Part V, Reports Issued January, 1936, to February, 1937. Washington: Educational Policies Commission, National Education Association and the American Association of School Administrations, 1937. (Mimeographed)

ORNDORFF, MARGUERITE. *A Guide to the Study of the Screen Version of Captains Courageous.* Photoplay Studies, Vol. III, No. 4, April, 1937. Newark, New Jersey: Educational and Recreational Guides, Inc.

ORTON, SAMUEL TORREY. *Reading, Writing and Speech Problems in Children.* Thomas W. Salmon Memorial Lectures. New York: W. W. Norton & Company, 1937.

The Role of Research in Educational Progress. American Educational Research Association. Washington: American Educational Research Association, 1937.

Statistics of Public High Schools, 1933-34. Being Chapter V of the Biennial Survey of Education in the United States: 1932-34. United States Department of

the Interior, Office of Education Bulletin, 1935, No. 2. Washington: United States Government Printing Office, 1937.

A Teacher's Manual Designed for Use With "Man and The Motor Car." New York: National Bureau of Casualty and Surety Underwriters, 1937.

THOMAS, FRANK WATERS, and LANG, ALBERT R. *Principles of Modern Education.* Riverside Textbooks in Education. Boston: Houghton Mifflin Company, 1937.

o

44675 6-37 3500